

# Wilson Elementary School

## ARIZONA SCHOOL REPORT CARD 2003-04

2929 E. Fillmore, Phoenix, AZ 85008

### Wilson Elementary District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

#### AZ LEARNS<sup>1</sup>

##### Elementary Achievement Profile \*

Performing\*

\* The profiles are Excelling, Highly Performing, Performing or Underperforming.

#### No Child Left Behind

##### Adequate Yearly Progress\*\*\*

Not Met

##### School Improvement Status\*\*\*

N/A

\*\*\* For additional information, please refer to the AYP page in this report card.

#### School Overview

Principal/Administrator : Ms. Cindy Campton  
Schedule : 7:30 AM to 4:00 PM  
Grades : 4-8  
2003 Enrollment : 747  
Web Address : [www.wsd.k12.az.us](http://www.wsd.k12.az.us)  
Phone Number : (602) 683-2400  
Fax Number : (602) 275-8677  
E-mail : [cindy.campton@wsd.k12.az.us](mailto:cindy.campton@wsd.k12.az.us)

#### Mission

Wilson strives to provide the highest quality education for all students in order to allow them to develop to their maximum potential. We can achieve our goals with our computer technology, partnerships and commitment to excellence in education.

#### School / Academic Goals

- ü To implement a schoolwide Internet program whereby each student utilizes Internet lessons at his/her station.
- ü Coordinate junior high career education with existing education programs. The curriculum integrates technology, textbooks, mentoring programs, Junior Achievement and a career fair.

#### Instructional Programs

- ü Computer Technology
- ü ELL Program
- ü 7th and 8th Grade Algebra & Geometry
- ü On-site Special Education & Gifted

#### Enrollment

October 1, 2002 School Year Student Enrollment : 765  
Accepting New Students in 2003-04 Under Open Enrollment Law<sup>2</sup>: Yes  
Number of Students Attending Under Open Enrollment in 2002-03 : 302

#### Calendar Information

Number of Instruction Days : 180  
Average Daily Instruction Time : 5 hours 50 minutes  
First Day of School : 8/11/2003  
Last Day of School : 5/26/2004

Visit <http://www.ade.az.gov/azlearns/> for more information on the performance of your school.

Financial information will be posted on the web early 2004 after schools have completed year-end reports.



ARIZONA  
DEPARTMENT OF  
EDUCATION

# Wilson Elementary School

## School Site Council

### Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 2 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

### Council Duties

- ü Curriculum Development
- ü Fee Class Waiver Selection
- ü Textbook Selection
- ü School Safety Issues
- ü Parent/Educator Relations
- ü Student Discipline

## Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	1.00	Teacher	40.00
Other Professional Staff	1.00	Teacher Aide	18.00

## Educational Attainment by Years of Teaching Experience for School Year 2003-04

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	8	0	0	0
4 to 6 years	4	1	0	0
7 to 9 years	3	4	0	0
10 or more years	6	14	0	0

## Shared Responsibilities

### School

Students are provided with a safe environment, high expectation levels, school supplies & points towards our Project 2000 Scholarship Program. Communication is provided through report cards, Parent/Teacher Conferences, newsletter & special bulletin.

### Parents

Parents have a responsibility to see that their student has regular attendance, proper hygiene, nourishment and a place at home to study. As our educational partner, parents are expected to support policies and staff efforts & participate in events.

## Resources Available at School Site

### Special Facilities

- ü Technology Integrated Classrooms
- ü Keyboard Lab/Music Room

### Extracurricular Activities

- ü Student Council/Yearbook
- ü Boys/Girls Basketball
- ü Co-ed Cheerleading
- ü Algebra Club and Tutoring Programs

### Social Services

- ü Breakfast/Lunch Programs
- ü Counseling Programs
- ü Community Center/Food Bank
- ü Adult Computer Education

## Transportation Policy

For those students living farther than one mile from school and within school boundaries, bus transportation is provided.

## Indicators of Success Based on Historical Data from 2002-03

## School Achievements/Accomplishments 2002-03

- ü Using the 2003 Stanford 9 Achievement Test data for comparison to the other 13 PUHS feeder schools, Wilson seventh grade students are third place in math and reading achievement.
- ü Using the 2003 MAP scores, 81% of Wilson Elementary Students made a year's growth in reading and 73% made a year's growth in math, both are above the state average.

## School Honors

## Awards or Special Recognition Received by the School, Staff or Students

Award/Honor	Year
ü Safety Award	2003
ü Wells Fargo Teacher Grants	2003
ü Student Work Published in 22 Across	2001
ü Phoenix Pride Award - Student Recipient	2001

## Student Activity Rates for School Year 2002-03

	% School	% K-6	Arizona % 7-8	% 9-12
Attendance Rate <sup>2</sup>	97	95	94	96
Transfers Out <sup>3</sup>	20	20	20	20
Transfers In <sup>4</sup> (Within District)	0	2	2	2
Transfers In <sup>5</sup> (Out of District)	6	10	10	9
Promotion Rate <sup>6</sup>	100	99	98	95
Retention Rate <sup>7</sup>	0	1	2	5
Dropout Rate <sup>8</sup>	--			8
Status Unknown <sup>9</sup>	--			6
Graduation Rate <sup>10</sup>	--			76

## Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 3-4	87	87
Grades 4-5	68	56
Grades 5-6	84	74
Grades 6-7	83	72
Grades 7-8	84	80

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2002-03. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2003. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

Arizona's Instrument to Measure Standards (AIMS) Results 2002-03<sup>11</sup>

## 5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	151	151	76230	99	99	101	466	466	498	33	33	12	38	38	38	10	10	12	18	18	37
All Students (Prior Year)	178	178	72888	NA	NA	NA	476	476	494	19	19	14	52	52	40	14	14	12	15	15	34
Female	78	78	37247	100	100	100	465	465	500	36	36	11	36	36	40	11	11	13	18	18	37
Male	73	73	38725	99	99	101	468	468	497	30	30	14	42	42	37	9	9	12	19	19	37
African American	NC	NC	3594	NC	NC	96	NC	NC	476	NC	NC	22	NC	NC	46	NC	NC	11	NC	NC	21
Hispanic	142	142	28100	99	99	98	468	468	482	31	31	18	40	40	47	11	11	11	18	18	24
Asian/Pacific Islander	NC	NC	1447	NC	NC	95	NC	NC	527	NC	NC	5	NC	NC	26	NC	NC	11	NC	NC	58
American Indian/Alaskan Native	NC	NC	5292	NC	NC	113	NC	NC	463	NC	NC	31	NC	NC	47	NC	NC	8	NC	NC	14
White	NC	NC	35389	NC	NC	96	NC	NC	514	NC	NC	6	NC	NC	32	NC	NC	14	NC	NC	48
Students with Disabilities	NC	NC	9022	NC	NC	105	NC	NC	465	NC	NC	31	NC	NC	43	NC	NC	8	NC	NC	17
Students without Disabilities	149	149	67208	108	108	100	466	466	500	33	33	12	38	38	38	10	10	12	18	18	38
Limited English Proficient Students	87	87	14826	98	98	113	440	440	460	54	54	31	35	35	51	8	8	8	3	3	10
Migrant Students	NC	NC	837				NC	NC	478	NC	NC	19	NC	NC	51	NC	NC	8	NC	NC	21
Economically Disadvantaged	19	19	25037				NA	NA	477	NA	NA	21	NA	NA	47	NA	NA	11	NA	NA	21
Non-Economically Disadvantaged	132	132	51193				466	466	507	33	33	9	38	38	35	10	10	13	18	18	43

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	151	151	76202	99	99	101	491	491	505	37	37	19	32	32	24	28	28	46	4	4	11
All Students (Prior Year)	179	179	72779	NA	NA	NA	496	496	505	29	29	21	32	32	20	35	35	43	4	4	15
Female	77	77	37231	99	99	100	494	494	507	29	29	16	35	35	24	33	33	48	4	4	13
Male	74	74	38718	100	100	101	488	488	503	46	46	22	28	28	24	22	22	44	4	4	10
African American	NC	NC	3600	NC	NC	97	NC	NC	497	NC	NC	28	NC	NC	29	NC	NC	39	NC	NC	5
Hispanic	142	142	28090	99	99	98	492	492	497	35	35	28	34	34	30	27	27	37	4	4	5
Asian/Pacific Islander	NC	NC	1443	NC	NC	95	NC	NC	515	NC	NC	9	NC	NC	19	NC	NC	53	NC	NC	19
American Indian/Alaskan Native	NC	NC	5311	NC	NC	113	NC	NC	491	NC	NC	38	NC	NC	31	NC	NC	28	NC	NC	3
White	NC	NC	35371	NC	NC	96	NC	NC	512	NC	NC	10	NC	NC	20	NC	NC	54	NC	NC	16
Students with Disabilities	NC	NC	9097	NC	NC	106	NC	NC	493	NC	NC	39	NC	NC	27	NC	NC	29	NC	NC	5
Students without Disabilities	149	149	67105	108	108	100	491	491	506	37	37	18	32	32	24	28	28	47	4	4	12
Limited English Proficient Students	88	88	14780	99	99	113	480	480	486	58	58	50	35	35	32	8	8	18	0	0	1
Migrant Students	NC	NC	832				NC	NC	492	NC	NC	36	NC	NC	31	NC	NC	31	NC	NC	3
Economically Disadvantaged	19	19	24961				NA	NA	495	NA	NA	32	NA	NA	30	NA	NA	34	NA	NA	4
Non-Economically Disadvantaged	132	132	51241				491	491	509	37	37	14	32	32	22	28	28	51	4	4	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	149	149	74692	98	98	99	484	484	502	28	28	18	27	27	27	43	43	47	2	2	8
All Students (Prior Year)	178	178	70710	NA	NA	NA	491	491	512	19	19	17	39	39	26	34	34	42	7	7	16
Female	77	77	36710	99	99	99	490	490	509	24	24	14	22	22	26	55	55	50	0	0	10
Male	72	72	37742	97	97	98	477	477	495	33	33	22	33	33	28	29	29	44	5	5	6
African American	NC	NC	3516	NC	NC	94	NC	NC	487	NC	NC	26	NC	NC	31	NC	NC	39	NC	NC	4
Hispanic	140	140	27492	98	98	96	486	486	486	26	26	27	26	26	32	45	45	38	2	2	4
Asian/Pacific Islander	NC	NC	1428	NC	NC	94	NC	NC	528	NC	NC	8	NC	NC	20	NC	NC	54	NC	NC	18
American Indian/Alaskan Native	NC	NC	5166	NC	NC	110	NC	NC	470	NC	NC	39	NC	NC	32	NC	NC	27	NC	NC	2
White	NC	NC	34785	NC	NC	94	NC	NC	517	NC	NC	10	NC	NC	23	NC	NC	56	NC	NC	11
Students with Disabilities	NC	NC	8428	NC	NC	98	NC	NC	472	NC	NC	38	NC	NC	30	NC	NC	29	NC	NC	3
Students without Disabilities	147	147	66264	107	107	99	484	484	503	28	28	17	27	27	27	43	43	48	2	2	8
Limited English Proficient Students	87	87	14363	98	98	109	457	457	459	49	49	47	32	32	34	19	19	19	0	0	1
Migrant Students	NC	NC	814				NC	NC	475	NC	NC	33	NC	NC	37	NC	NC	27	NC	NC	2
Economically Disadvantaged	19	19	24507				NA	NA	480	NA	NA	31	NA	NA	33	NA	NA	33	NA	NA	3
Non-Economically Disadvantaged	130	130	50185				484	484	511	28	28	13	27	27	24	43	43	53	2	2	10

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2002-03<sup>11</sup>

## 8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	123	123	71167	103	103	99	460	460	463	33	33	38	54	54	41	11	11	14	3	3	7
All Students (Prior Year)	123	123	66213	NA	NA	NA	455	455	459	42	42	39	38	38	40	14	14	14	5	5	7
Female	61	61	34825	98	98	99	461	461	462	30	30	38	60	60	42	10	10	14	0	0	6
Male	60	60	36047	103	103	99	461	461	464	33	33	38	49	49	39	13	13	15	5	5	8
African American	NC	NC	3225	NC	NC	95	NC	NC	441	NC	NC	57	NC	NC	34	NC	NC	6	NC	NC	2
Hispanic	115	115	23643	103	103	97	460	460	445	32	32	53	53	53	37	12	12	8	3	3	2
Asian/Pacific Islander	--	--	1503	--	--	100	--	--	493	--	--	18	--	--	40	--	--	23	--	--	19
American Indian/Alaskan Native	NC	NC	5161	NC	NC	103	NC	NC	435	NC	NC	63	NC	NC	30	NC	NC	5	NC	NC	2
White	NC	NC	35245	NC	NC	95	NC	NC	476	NC	NC	26	NC	NC	45	NC	NC	19	NC	NC	10
Students with Disabilities	NC	NC	8095	NC	NC	104	NC	NC	426	NC	NC	69	NC	NC	25	NC	NC	5	NC	NC	1
Students without Disabilities	118	118	63072	118	118	99	460	460	464	33	33	37	54	54	41	11	11	15	3	3	7
Limited English Proficient Students	66	66	10317	102	102	111	431	431	426	59	59	72	41	41	25	0	0	2	0	0	1
Migrant Students	--	--	614				--	--	440	--	--	57	--	--	34	--	--	6	--	--	3
Economically Disadvantaged	17	17	17057				433	433	440	33	33	58	67	67	34	0	0	6	0	0	2
Non-Economically Disadvantaged	106	106	54110				461	461	468	32	32	33	53	53	43	12	12	16	3	3	8

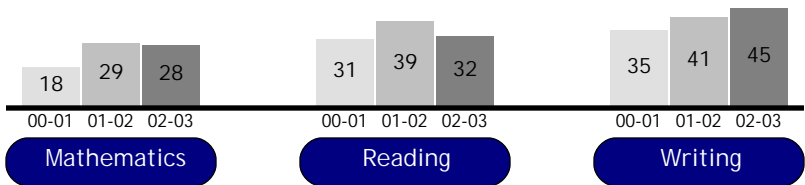
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	123	123	71100	103	103	99	489	489	502	38	38	25	21	21	21	34	34	40	8	8	15
All Students (Prior Year)	125	125	66144	NA	NA	NA	491	491	504	36	36	24	26	26	20	29	29	40	8	8	16
Female	61	61	34801	98	98	99	496	496	505	28	28	21	33	33	22	28	28	42	13	13	15
Male	60	60	36010	103	103	99	484	484	499	46	46	28	10	10	20	41	41	38	3	3	14
African American	NC	NC	3219	NC	NC	95	NC	NC	486	NC	NC	38	NC	NC	24	NC	NC	31	NC	NC	7
Hispanic	115	115	23630	103	103	96	488	488	485	39	39	37	20	20	25	34	34	32	7	7	6
Asian/Pacific Islander	--	--	1509	--	--	100	--	--	522	--	--	12	--	--	14	--	--	46	--	--	28
American Indian/Alaskan Native	NC	NC	5144	NC	NC	102	NC	NC	478	NC	NC	46	NC	NC	24	NC	NC	25	NC	NC	5
White	NC	NC	35198	NC	NC	95	NC	NC	515	NC	NC	15	NC	NC	18	NC	NC	47	NC	NC	21
Students with Disabilities	NC	NC	8121	NC	NC	105	NC	NC	470	NC	NC	55	NC	NC	20	NC	NC	21	NC	NC	4
Students without Disabilities	118	118	62979	118	118	99	489	489	503	38	38	23	21	21	21	34	34	41	8	8	15
Limited English Proficient Students	66	66	10304	102	102	110	459	459	462	81	81	63	15	15	23	4	4	13	0	0	1
Migrant Students	--	--	623				--	--	475	--	--	45	--	--	27	--	--	25	--	--	3
Economically Disadvantaged	17	17	17040				472	472	483	33	33	40	67	67	25	0	0	29	0	0	6
Non-Economically Disadvantaged	106	106	54060				490	490	507	38	38	20	19	19	20	35	35	43	8	8	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	122	122	69001	102	102	96	487	487	490	16	16	17	48	48	37	36	36	45	0	0	1
All Students (Prior Year)	125	125	63579	NA	NA	NA	484	484	493	22	22	15	43	43	42	33	33	41	1	1	2
Female	61	61	34086	98	98	97	494	494	496	8	8	13	53	53	36	40	40	51	0	0	1
Male	59	59	34644	102	102	95	480	480	484	23	23	22	44	44	39	33	33	38	0	0	0
African American	NC	NC	3115	NC	NC	92	NC	NC	478	NC	NC	25	NC	NC	44	NC	NC	31	NC	NC	0
Hispanic	114	114	22656	102	102	92	486	486	476	18	18	27	45	45	43	38	38	30	0	0	0
Asian/Pacific Islander	--	--	1472	--	--	98	--	--	507	--	--	8	--	--	30	--	--	60	--	--	2
American Indian/Alaskan Native	NC	NC	4940	NC	NC	98	NC	NC	469	NC	NC	34	NC	NC	43	NC	NC	23	NC	NC	0
White	NC	NC	34501	NC	NC	93	NC	NC	500	NC	NC	10	NC	NC	34	NC	NC	55	NC	NC	1
Students with Disabilities	NC	NC	7386	NC	NC	95	NC	NC	459	NC	NC	46	NC	NC	37	NC	NC	17	NC	NC	0
Students without Disabilities	118	118	61615	118	118	97	487	487	491	16	16	16	48	48	37	36	36	45	0	0	1
Limited English Proficient Students	66	66	9662	102	102	104	457	457	454	41	41	51	52	52	40	7	7	9	0	0	0
Migrant Students	--	--	590				--	--	466	--	--	35	--	--	43	--	--	22	--	--	0
Economically Disadvantaged	17	17	16383				461	461	472	33	33	30	67	67	43	0	0	26	0	0	0
Non-Economically Disadvantaged	105	105	52618				488	488	494	16	16	14	47	47	36	38	38	49	0	0	1

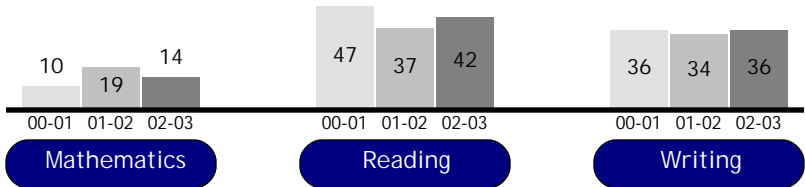
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

5th Grade Proficiency



8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	NA
	Made AYP?	No

#### Glossary:

**Adequate Yearly Progress (AYP):** The federal mandate, No Child Left Behind, that holds schools accountable for the performance of subgroups, as well as all students. The goal is to have 100% of all students at and above proficient by 2013-14 in reading and math.

**Met Percent Tested:** Schools and districts in which at least ninety-five percent (95%) of students enrolled at the time of the test administration complete the state assessments will meet the AYP standard established in federal statute. Schools and districts in which fewer than ninety-five percent (95%) of any student subgroup complete the state-mandated assessments will not meet the AYP standard, provided that the size of the subgroup meets the minimum number of students required for the analysis, thirty (30) students.

**Met Test Objectives:** The ADE will calculate the percentage of students meeting or exceeding the standard in reading and mathematics in order to determine if each subgroup met the annual measurable objectives for each subject/grade (AMO). If all student subgroups meet the annual measurable objectives the school is considered to have met the AYP standard. If any of the student subgroups fails to meet the annual measurable objectives the school is considered not to have met the AYP standard. To ensure that AYP decisions are valid and reliable, the ADE will use confidence intervals for all subgroups, schools, districts and state determinations. The ADE will utilize a 99% confidence level to make valid AYP determinations for each of these groups by subject area (reading and mathematics).

**Met Attendance Rate:** Students must have an attendance rate of at least 93.5% over the first 100 days of the academic year. This is calculated by dividing the Average Daily Attendance (ADA) by the Average Daily Membership (ADM). If the attendance rate is less than 93.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year.

**Met Graduation Rate:** School wide, those that are required to submit graduation rate data must have a four year graduation rate for the class of 2002 of 70.5% or greater. If the graduation rate is less than 70.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year. Recall that, for each subgroup, the attendance rate and its associated targets apply; the graduation rate indicator can be used only at the school level.

**School Improvement - Year 1:** Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

**School Improvement - Year 2:** Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

**Corrective Action:** Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns) and go to NCLB link

## Stanford Achievement Test, Ninth Edition (SAT-9) Results

## Stanford 9 Percentile Rank Scores

Grade	Content Area	2000-2001				2001-2002				2002-2003			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
4	Reading	37	54	54	55	99	24	24	47	99	30	30	52
	Language	37	56	56	50	99	31	31	45	100	36	36	48
	Mathematics	37	67	67	56	99	43	43	52	100	45	45	57
5	Reading	84	28	28	51	99	27	27	46	99	27	27	50
	Language	85	30	30	46	99	32	32	43	99	32	32	46
	Mathematics	84	42	42	56	99	46	46	54	99	42	42	57
6	Reading	85	38	38	54	99	22	22	49	99	31	31	53
	Language	85	32	32	46	99	22	22	42	100	28	28	45
	Mathematics	85	50	50	61	97	52	52	58	99	53	53	62
7	Reading	81	30	30	53	100	28	28	48	99	31	31	51
	Language	82	36	36	55	100	38	38	51	100	36	36	54
	Mathematics	83	43	43	57	99	51	51	54	99	53	53	58
8	Reading	85	42	42	55	100	30	30	49	100	32	32	53
	Language	86	39	39	50	100	26	26	46	100	41	41	49
	Mathematics	87	48	48	57	94	50	50	54	100	51	51	58

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."



## School Safety

## School-level Efforts to Ensure a Safe and Healthy Learning Environment

Wilson enforces a consistent discipline plan requiring compliance with schoolwide rules. Students are required to wear uniforms and a school resource officer is on campus. Wilson regularly performs crisis drills to be prepared for any emergency.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

## Contacts

	Name	Phone Number
School Site Council	Cindy Campton	(602) 683-2400
Transportation Policy	Denise Finell	(602) 681-2200
Community Resources	Olga Fragoso	(602) 681-2200
School Nutrition Programs	Yvette Lowe	(602) 683-2400
Parent Organization	Olga Fragoso	(602) 681-2200
Student Health/Nurse	Peter Babcock	(602) 683-2400

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns). If your school received a small school, new school or alternative label, this is not an achievement profile. They did not meet the criteria to receive an achievement profile. Schools will receive an achievement profile in October of 2004.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2002-03 school year.

4 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2002-03 school year.

5 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2002-03 school year.

6 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2002-03 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

7 Retention Rate: Percentage of students retained at the end of the 2002-03 school year.

8 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2002-03 school year, to include activity during the summer of 2002. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

9 Status Unknown: Percentage of students unaccounted for by any method during the 2002-03 school year. Status unknown students are not necessarily dropouts.

10 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2002. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/grad](http://www.ade.az.gov/grad).

11 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes ( -- ). For more information on testing and Arizona Academic Standards go to [www.ade.az.gov/standards](http://www.ade.az.gov/standards)